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ABSTRACT

Since 1984, the Gender Equity and Civil Rights specialist of the Chancellor's Office of the California Community Colleges (CCC) has led the colleges in the strategic development of statewide and college-based Gender Equity, Single Parent, Displaced Homemaker, and Single Pregnant Woman programs designed to improve access and eliminate barriers to vocational education. In 1987, the CCC launched a 4-year technical assistance program of on-site workshops to help colleges develop strategic plans for gender equity, resulting in the implementation of programs to combat sex bias at nearly half of the state's 107 colleges. Similarly, under a program known as "New Horizons," 66 of the CCC's 107 colleges are implementing federally funded programs to service single parents and displaced homemakers. Project STEP-UP, currently in operation at three CCC campuses, is a comprehensive program to promote the recruitment and retention of women in the technical/trade programs while the LINKS project, currently implemented by five CCC campuses, focuses on the recruitment and retention of women in math and science fields, through cooperative arrangements with California's secondary and four-year institutions. The Skills Training for New Californians program provides support services principally to Latino single parents/homemakers and single pregnant women, and currently serves about 40 individuals each year. Finally, in the Displaced Homemakers Outreach with Community-Based Organizations program, local community-based organizations serve as one-stop resource centers for the colleges. All CCC's funded to conduct gender equity programs must participate in the state's Program Accountability Model evaluation program, which collects demographic data on, and tracks services delivered to program participants. Data tables are included. (PAA)

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# SEVEN YEARS

# OF

# GENDER EQUITY

# BUILDING CALIFORNIA'S WORKFORCE

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## GENDER-BALANCED VOCATIONAL PROGRAMS HIGHLIGHTED IN THIS REPORT

| | |
|---|---|
| Consumer Homemaking Economics | Nursing |
| Child Development and Guidance | Architectural Drafting |
| Millman Cabinet Work | General Office Operations |
| Computer Maintenance Technician | |

*"Equity is not a goal or an objective. It is a social sensitivity, a human condition."*

– AUGUSTINE GALLEGO, SAN DIEGO COMMUNITY COLLEGE DISTRICT

### A MESSAGE FROM DAVID MERTES, CHANCELLOR OF CALIFORNIA COMMUNITY COLLEGES:

The California Community Colleges are dedicated to achieving educational equity, and providing all students equal access to educational programs. In so doing, we are committed to identifying and meeting the needs of an increasingly diverse student body. Today's students include a large population over the age of 25 who have never had post-secondary education, as well as students seeking reentry to the colleges to retrain and/or upgrade their job skills. Greater numbers of women are entering the California Community Colleges, many of whom are single parents, single pregnant women, or displaced homemakers, who are in need of specialized services and entry-level training to become economically self-sufficient.

The Community College system, which comprises 107 campuses, provides California with a comprehensive network of vocational programs and services. Each year over 90,000 students statewide enroll in one or more vocational courses and programs designed to supply the labor market with critically needed new and retrained workers.

Since 1985, Nancy Davenport has served as Gender Equity Specialist in the Chancellor's Office, leading the colleges in the strategic development of statewide and college-based Gender Equity, Single Parent, Displaced Homemaker, and Single Pregnant Women programs. Designed to eliminate barriers and improve students' access to vocational education training programs, these programs help students receive the necessary training and assistance to launch them into successful careers, including occupations in nontraditional vocational fields. The community colleges recognize the need to build fairness at the colleges, and through these programs are able to ensure equal access to all vocational fields, regardless of gender, ethnicity, race, physical ability, or limited English proficiency.

The impact of these programs on our state's economy, and in serving targeted groups throughout the state has been great. We have made significant progress in:

- Educating and re-educating the workforce in technology
- Responding to changing demographics and shifting family responsibilities
- Reshaping perceptions of individual success
- Developing public/private partnerships with local industry
- Lowering unemployment and dependence on public economic assistance

Through leadership at the state level and the commitment of the individual campuses, programs to eliminate sex bias and serve single parents, displaced homemakers, and single pregnant women are positively impacting our state's needs for occupational training and education.



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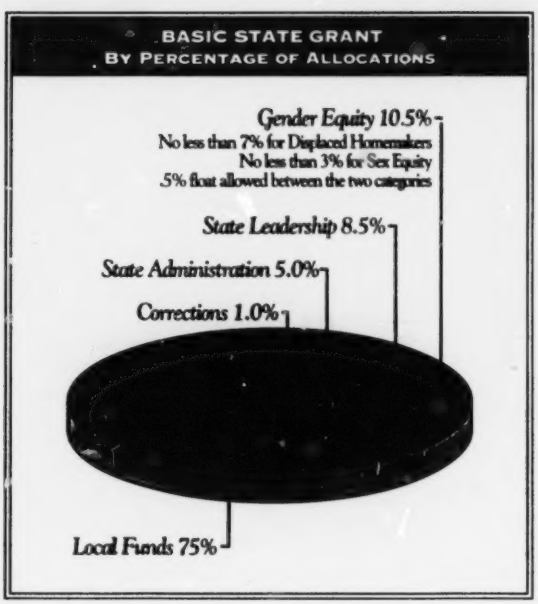
*"There is no field which can claim to be the exclusive domain of either sex. In most occupations, if positions were based solely on aptitudes, men and women would be found in approximately equal numbers."*

– JOHNSON O'CONNOR RESEARCH FOUNDATION


BASIC STATE GRANT
BY PERCENTAGE OF ALLOCATIONS
Gender Equity 10.5%
No less than 7% for Displaced Homemakers
No less than 3% for Sex Equity
.5% float allowed between the two categories
State Leadership 8.5%
State Administration 5.0%
Corrections 1.0%
Local Funds 75%

## INTRODUCTION

In 1984 the Chancellor's Office of the California Community Colleges made gender equity in vocational education a priority, and established the position of Gender Equity and Civil Rights specialist. Since then, gender equity has evolved from being considered a "fringe" program housed in a portable building on the edge of the typical college campus, to being a mainstream program integrated into the broader policies and plans of campuses statewide.

In large part, the implementation of the Carl Perkins Act of 1984 and the re-authorized Applied Technology Education Act of 1990 (VATEA) have served as the foundation for gender equity's positive development in the community colleges. Empowered by legislative funding, the colleges have developed effective methods for serving single parents, displaced homemakers, single pregnant women, and students pursuing vocational programs nontraditional to their sex. No less than 10.5 percent of California's basic VATEA grant is earmarked for programs to serve these target populations. (see chart)

From a statewide perspective, the Chancellor's Office has been challenged to coordinate and manage 107 independent colleges, each with distinct student and community demographics, unique economic constraints, and individual campus program objectives. Under the Gender Equity and Civil Rights specialist's leadership and the State Gender Equity Advisory Committee, the colleges have joined together to form a comprehensive network, strengthened by: the creation of quality program indicators, the development of the Gender Equity Coordinators' Handbook, the provision of statewide training conferences and technical assistance, the implementation of special coordinating projects, and the assignment of nine regional coordinators.

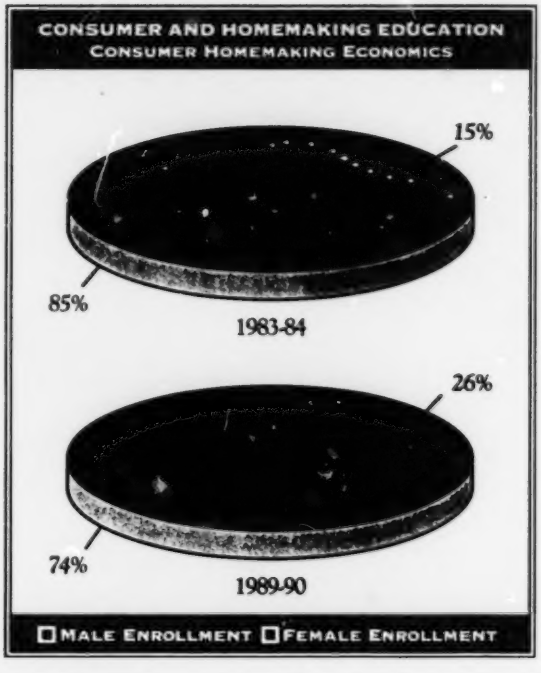
From a local perspective, the challenge has been to sensitize college faculty, staff, students, and administrators regarding the importance and positive impact of serving these populations. Gender equity has emphasized the need for creating training partnerships with local business and industry, specializing counseling services, developing new courses, conducting outreach activities with community-based organizations, and offering programs tailored to meet the needs of growing numbers of disadvantaged students entering the community college system each year.

This report describes the progress the California Community Colleges have achieved by building fair learning environments and helping students become economically self-sufficient through vocational training and support services. The projects which have contributed to the colleges' success, and made real impacts in the lives of thousands of community college students are highlighted:

- Programs to Overcome Sex Bias
- New Horizons programs to serve single parents
- Project Step-Up: Preparing Women for the Trades
- LINKS projects to prepare women in math, science, and technology fields
- Skills Training for New Californians
- Displaced Homemakers Outreach projects with community-based organizations
- The Program Accountability Model
- New Horizons Regional Coordination Project

*"I love fashion design because I'm a creative person, I like making things with my hands – to come up with an idea in my mind, and try to construct it – put it together in a three dimensional form."*

– REGINALD, CLOTHING CONSTRUCTION




## PROGRAMS TO ELIMINATE SEX BIAS, OPEN JOB OPPORTUNITIES AND IMPROVE CAMPUS ENVIRONMENTS

Since 1983, the Chancellor's Office has funded college-based programs to encourage women and men to enter and complete vocational programs which are nontraditional to their sex. This includes providing the support services necessary for student retention, and re-educating instructors, administrators, counselors, and staff about ways to expand students' vision for their careers and financial success. The development of "Quality Indicators for Gender Equity and Single Parent Programs" in 1989 provided standards against which the colleges could measure the effectiveness of their gender equity programs. The provision of on-site workshops through G.E.M.S. (Gender Equity Management Services), a four-year technical assistance program launched in 1987, helped the colleges to develop strategic plans for gender equity and to make gender equity a campus-wide priority. Over 60 colleges received free technical assistance through G.E.M.S., which resulted in increased nontraditional enrollments in vocational programs throughout the state.

Today, nearly half of the 107 community colleges are implementing VATEA funded grants specifically designed to combat sex bias in vocational education, prepare women for the trades, or improve students' math and science skills necessary for success in technology fields. The Chancellor's Office also launched a statewide "Building Fairness" campaign which included posters and brochures with specific action steps that students, counselors, instructors, and administrators can do to eliminate sex bias in vocational education and throughout each campus community.

Although the majority of vocational programs offered at the community colleges are gender-balanced, several remain imbalanced, having 80 percent or more same-sex students.

Combating gender stereotypes is difficult. Institutional barriers exist not only at the colleges, but in the labor market as well, and students' personal biases also limit their possible fields of study. The past seven years have shown progress, however, in increasing female and male enrollments in nontraditional vocational programs. As shown in this report, female enrollments have increased in:

- Architectural Drafting
- Computer Maintenance Technician
- Construction Mill and Cabinet Work
- Biomedical Instruments

Women have also increasingly enrolled in auto mechanics, electronics, carpentry, welding, and other traditionally male fields.

Previously imbalanced programs which have increased male representation include:

- Nursing
- Word Processing
- Child Development
- Consumer Homemaking Economics
- General Office Operations

These increases are evidence of the positive outcomes of the college-based programs to eliminate sex bias. The charts displayed throughout this report document the Chancellor's Office success in eliminating sex bias and stereotyping in vocational education.

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*"The child development degree will give me more flexibility to pursue my goals and open more doors of opportunity. I also think that as a man, people will be more accepting of my abilities if I have a degree."*

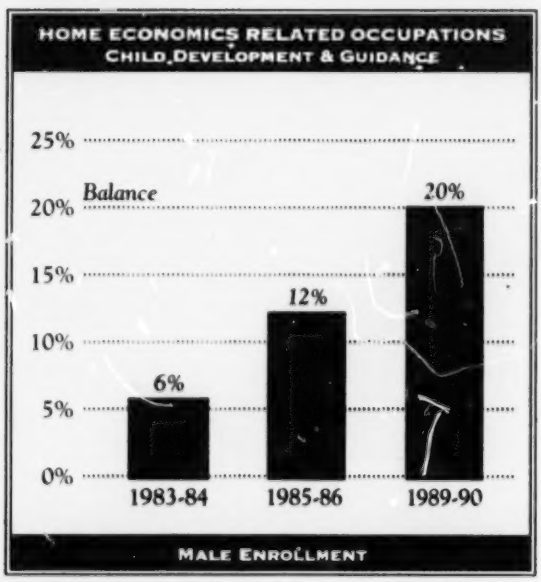
– RANDOLPH, CHILD DEVELOPMENT

## NEW HORIZONS PROGRAMS: BREAKING THE CYCLE OF POVERTY FOR SINGLE PARENTS AND DISPLACED HOMEMAKERS

For thousands of students, the community college vocational education programs represent the chance to break the cycle of poverty. Single parents and women who have been displaced from their roles as primary care givers in the home are particularly vulnerable to poverty, and are in need of vocational training that will enable them to attain economic self-sufficiency.

Displaced homemakers are typically women removed from their role in the home due to death or disability of their husband, divorce, separation, or abandonment. Like single parents, their educational and training needs exceed those of other community college students. Child care, transportation, life skills counseling, financial aid, self-esteem support groups, are just a few of the types of services single parents and displaced homemakers frequently need to prepare them for enrollment in vocational programs.

Prior to 1991, the community colleges received an allocation of funds to serve single parents and displaced homemakers according to a formula based on college enrollment, socio-economic factors, local community population, and need. Revisions to the legislation called for the colleges to compete for funds, in order that funds be expended in areas that demonstrated the greatest need. To date, 66 of the 107 community colleges are implementing federally funded programs to serve single parents and displaced homemakers, under the name of "New Horizons." These include student mentoring and orientation programs for re-entry students, specialized matriculation programs, life skills courses, battered women counseling, and guest speaker workshops, to name a few. New Horizons programs make it possible for students to move beyond economic limitations, and succeed in both their academic and vocational courses.




**SERVICE OCCUPATIONS: CHILD DEVELOPMENT AND GUIDANCE**

***This field provides the general education for child care assistants, and those with A.A.s can become certified nursery school directors. Wages range from $6 an hour for a childcare worker to $8 for elementary school teacher assistants.***



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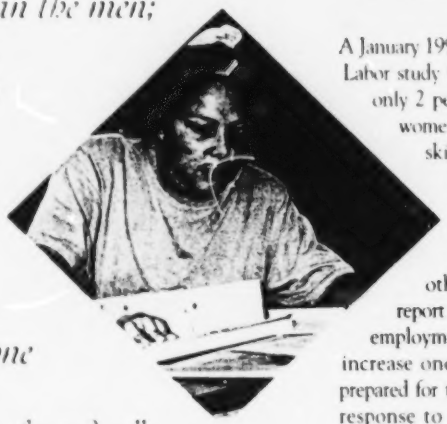
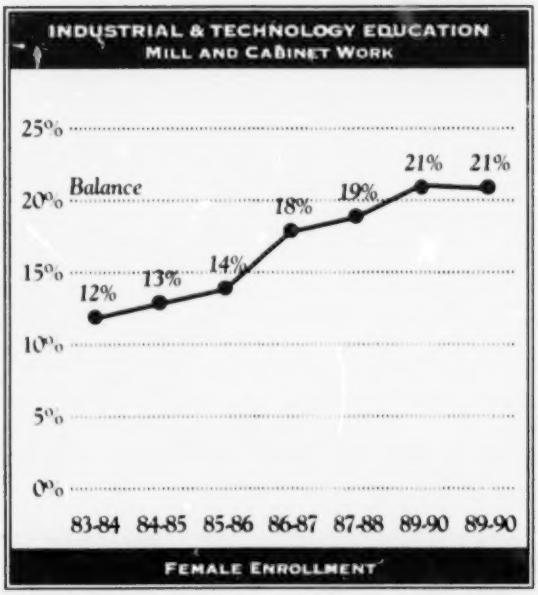
*"I never felt like I had to prove myself anymore than the men; I credit that to my instructor. He made sure that everyone respected one another, regardless of gender."*



– ROSA, MILL AND CABINET WORK




## PROJECT STEP-UP: PREPARING WOMEN FOR THE TRADES

A January 1991 U.S. Department of Labor study reported that in 1988 only 2 percent of all employed women were working in the skilled trades (precision production, repair operations, etc.) and about 9 percent were working in other manual jobs. The report concluded that female employment in the trades will increase once women are better prepared for technical positions. In response to these concerns, the Chancellor's Office introduced Project STEP-UP, a comprehensive plan to promote the recruitment and retention of women in the technical/trade programs of community colleges.

STEP-UP is currently in operation at three community colleges: Diablo Valley College, San Joaquin Community College, and San Jose City College. Although each institution has designed a program suited to its students' needs, the general plan is to provide the following: career awareness, recruitment, remedial instruction, preparation in the various trades with the pertinent coursework, support services such as counseling and upper-body strength conditioning, and finally, networking with industry to ensure apprenticeships and job placement.

The various programs range from workshops to student funding for such things as enrollment and material fees. One helpful resource which Diablo Valley College offers is the Women's Career Lecture Series on Women Empowering Women; San Joaquin Delta College has networked with potential employers and role models who provide insights into the workplace setting; and Delta College has established a 3 unit, 2 part class which provides fundamental skills training for women considering entering the trades.

The STEP-UP programs concentrate on creating solid, marketable workers by implementing programs in remediation and self-sufficiency. Making sure that participants are strong in these basic skills is imperative to their success.

According to the statewide field coordinator, "along the way, the participants gain self-esteem, a sense of self-worth, and a knowledge of what to expect in the workplace."

**TRADE AND INDUSTRY: MILLWORK AND CABINETMAKING**

*This program prepares individuals to engage in the mass production of such articles as window frames, moldings, trim and panels, and such products as store fixtures, kitchen cabinets, and office equipment. Wages range from about $8 per hour to $14 with more specialized work.*



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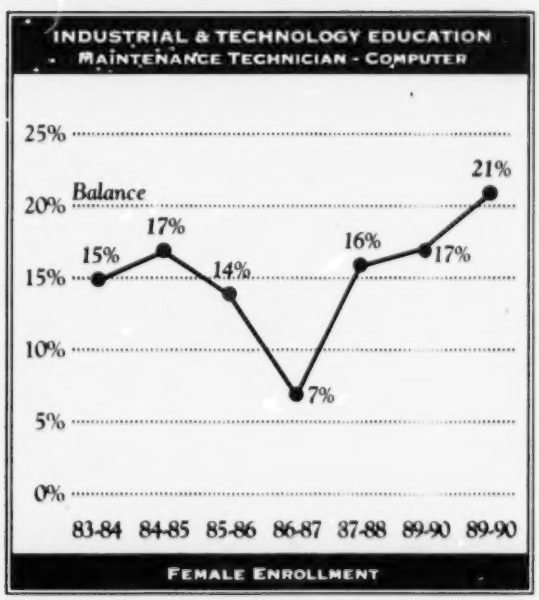
*"There's nothing like finishing your first 700 line program and having the whole class acknowledge your accomplishment."*

– YVONNE, COMPUTER SCIENCE




## LINKS: ENCOURAGING WOMEN IN MATH, SCIENCE, TECHNOLOGY SUBJECTS AND CAREERS

The California Community Colleges are dedicated to providing access to vocational programs which have historically been dominated by one gender or the other — auto mechanics and nursing, for example. But introducing recruiting programs to attract women to nontraditional careers is only part of the solution. The problem which has plagued many community colleges seeking gender balance in vocational programs is overcoming the lack of basic science and math skills among female students, which would enable them to succeed in high technology programs.

Historically, math and science fields have had an alarmingly low representation of women. One reason often cited is that women suffer from math anxiety, or do not receive the encouragement which their male peers receive. Over the years, colleges have responded by implementing math confidence programs, tutoring and confidence building programs for women enrolled in math and science courses. The LINKS program was launched to provide a network of these local efforts designed to prepare women for technology and vocational training, and ultimately for careers in non-traditional technical fields.

The project also generates linkages with secondary schools and four year colleges. At the secondary level, MECCA programs (Making Electives Count toward Career Achievement) help young women who have shown interest and aptitude for math and science. The LINKS project ensures that these same students easily bridge from the secondary to the community college programs, and are retained in their selected vocational courses. LINKS also networks with the California State University, the University of California, and other four year institutions, to ensure that students have access to the highest level of study possible.

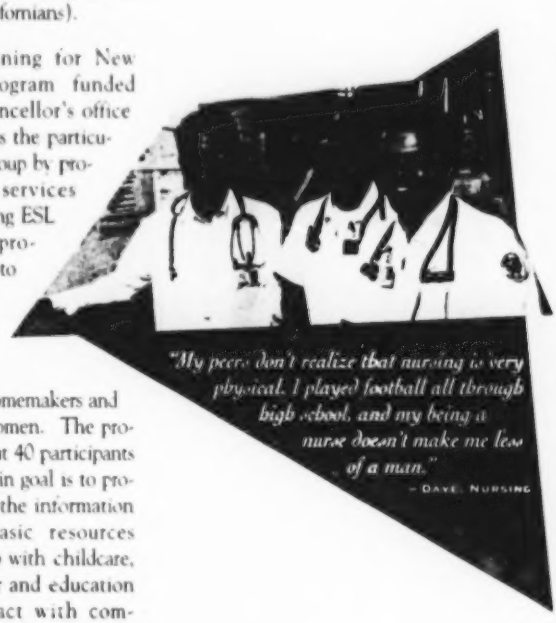
Five community colleges are currently implementing LINKS projects, which focus on the recruitment and retention of women in math and science fields. They provide the academic support for returning students and other non-traditional students. The programs are formulating business and industry networks to develop placement programs for participants. The LINKS project has had a great reception, "mainly because it has developed ties with business and industry, and that sector would like to play a role in education."

**ELECTRICAL AND ELECTRONICS: COMPUTER MAINTENANCE TECHNICIAN**

***Computer Maintenance Technicians install, program, operate, maintain, service and repair computers. Entry level is about $12 per hour, with more experience about $25+ per hour.***

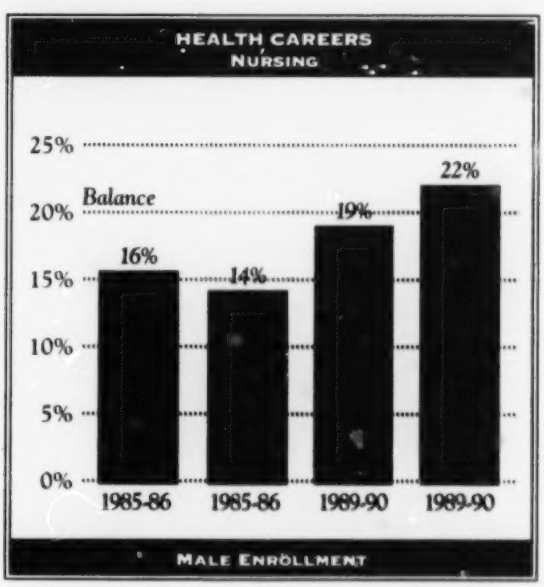
*When I told my six year-old daughter that I was going to become a nurse, she said, 'Daddy, you can't become a nurse! Nurses are women.' We had to talk right then about doing whatever you want to do, regardless of your sex."*

– RON, NURSING



*"My peers don't realize that nursing is very physical. I played football all through high school, and my being a nurse doesn't make me less of a man."*

– DAVE, NURSING




## SKILLS TRAINING FOR NEW CALIFORNIANS TARGETS IMMIGRANT SINGLE PARENTS

The Immigration Reform and Control Act, enacted in 1986, gave legal status to many Latino immigrants who were previously undocumented. These "new Californians" are a driving economic force in California; they comprise 12 percent of the state's labor market, yet earn an average of only $5 per hour. More than half work at least 50 hours or more per week, yet earn only $11,440 per year (compared to $24,921 for all Californians).

The Skills Training for New Californians program funded through the Chancellor's office attempts to address the particular needs of this group by providing support services through the existing ESL programs. The project's main goal is to break the poverty cycle for a subset of New Californians — single parent/homemakers and single pregnant women. The programs average about 40 participants each, and their main goal is to provide women with the information necessary for basic resources and services, help with childcare, counseling, career and education awareness, contact with community-based organizations, possible employers, etc. and with the confidence to utilize these services.

The participants are recruited either through community-based organizations, or through the ESL programs on the college campuses. The programs range from San Diego's community-based five week session which increases participants' awareness of available resources and stresses the need for education, to Long Beach Community College's project within its well-developed Amnesty program which includes basic services, career awareness, and conferences with guest speakers. As one project director reflected, "by making contacts with people from community-based organizations, the women feel more confident, and are more confident about utilizing the services and contacts that they've met through us."

**HEALTH SERVICES: NURSE ASSISTANT**

***Nurse assistants perform routine duties for the general care of patients under the close supervision of professional and vocational nurses. An assistant earns between $5 and $8 per hour; with more education, a licensed practical nurse receives approximately $22,000 per year; an R.N. between $33,000 and $45,000.***



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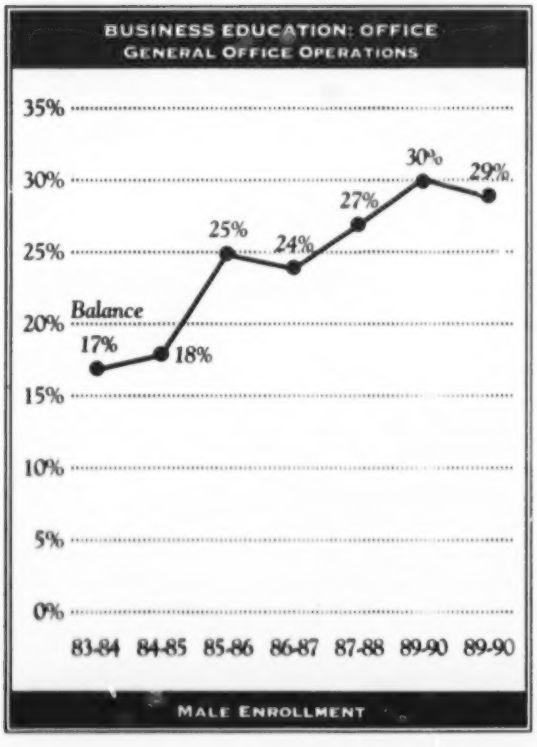
*"I'm the last person that I could have imagined would be typing. But if men just do what they want, instead of what they think they should do, they could probably find a side of them that they never thought was there."*

– XAVIER, WORD PROCESSING




## PROGRAM ACCOUNTABILITY MODEL: DOCUMENTING THE IMPACT OF GENDER EQUITY IN CALIFORNIA

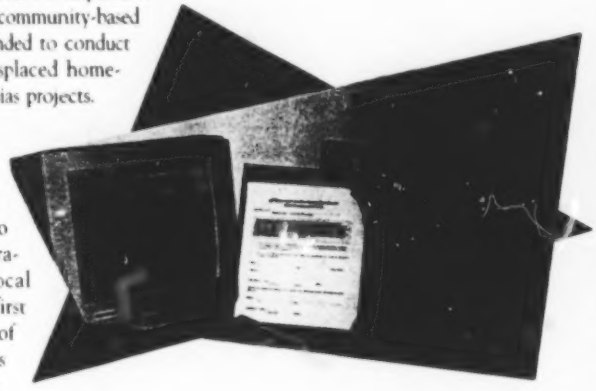
In 1989 the Chancellor's Office developed the statewide Program Accountability Model, known as PAM, to evaluate the effectiveness of Single Parent/Displaced Homemaker and Sex Bias programs at the community colleges. The model was designed to provide a systematic and consistently applied methodology for collecting data on program participants, services and outcomes. Prior to the development of PAM, only estimates were available regarding the number and characteristics of students served, and the range of services and special events provided by the colleges.

Participation in PAM is required of all colleges and community-based organizations funded to conduct single parent/displaced homemaker and sex bias projects. PAM consists of two major components and is structured to reflect the operations of the local projects. The first component of PAM collects demographic data on program participants who receive more intensive and longer term services and provides a system of tracking the services delivered to these participants. Additionally, the PAM project conducts an annual telephone survey of program participants who received longer term services. The telephone survey collects student "satisfaction" data, and determines the extent to which the programs are helping students to enter and remain in vocational education programs and employment.

The second component of PAM is used for the collection of data on short-term services such as workshops, forums, outreach events, and other one-time activities. Colleges report the type of events they sponsor and the number of persons impacted by such events.

PAM is designed to augment and work compatibly with the Chancellor's Office MIS database. PAM is also computerized, and offers the colleges a specialized software program for use on IBM, IBM compatible, and Macintosh systems.

Furthermore, efforts have been initiated for developing a comparable data collection system for secondary level programs that are operated by the California Department of Education. Implementing a similar secondary data collection system will facilitate the reporting of a more comprehensive description of statewide activities.



**BUSINESS AND OFFICE: GENERAL OFFICE OPERATIONS**

***General Office Clerks perform such duties as filing, typing, and the operation of office equipment. Clerks earn from $6 to $10 per hour depending upon experience.***



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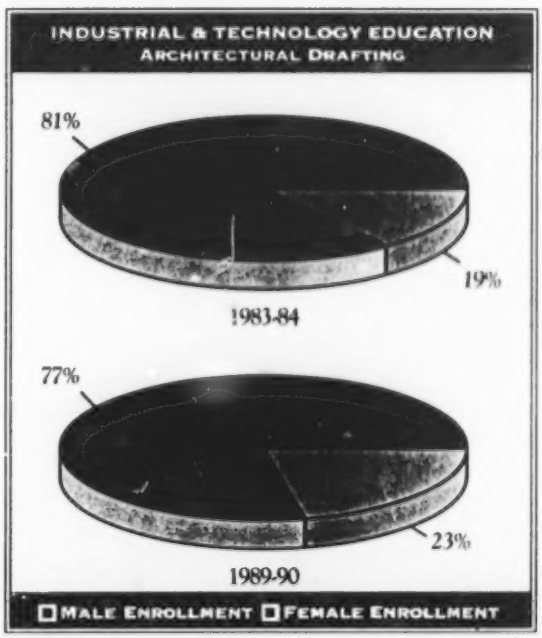
*"There's a good future for women in drafting and I think many women are unhappy in traditional roles."*

– LOUISE, ARCHITECTURAL DRAFTING




## MEETING THE TRAINING AND EDUCATION NEEDS OF DISPLACED HOMEMAKERS

The National Displaced Homemakers Network reports that nearly three-out-of-five of the 16 million displaced homemakers in the nation live at or below the poverty level, and are in need of employment skills to obtain and keep well-paying jobs. Moreover, displaced homemakers face numerous obstacles adjusting to financial, emotional and career crises caused by abandonment, separation, divorce, or widowhood. During the past seven years, the Chancellor's Office has targeted displaced homemakers for specific support services, including training, counseling, and educational programs. The colleges increasingly have networked with local community service agencies to provide displaced homemakers the specialized support services needed to help them enroll in and complete community college vocational programs.

The evolution of the community college's efforts has resulted in the development of Displaced Homemakers Outreach with Community-Based Organizations programs. Local community-based organizations serve as outposts of the colleges, serving as a one-stop resource center to make the transition from dependency to self-sufficiency less overwhelming.

The implementation strategies of displaced homemaker projects are tailored to meet the needs of the local community. San Diego Community College District's Continuing Education Centers have created a resource which provides intake/orientation, assessment, career counseling, a weekly support group, child care, pre-employment preparation, and job placement referral services. The center also helps students complete an Employability Development Plan for their long term employment goals. Long Beach City College's program concentrates on informational resources, and helps students to access financial aid, vocational training, and counseling. Solano Community College's program, *WORC – Women's Opportunities in Reentry and Careers*, attempts to provide skill assessment and career workshops, counseling and parenting workshops to incarcerated single parents, in the hopes of easing the women's reentry into society.

The displaced Homemaker Outreach with Community Based Organizations programs build linkages with local community government, private industry and the community colleges. Together, this network of service providers helps our state's growing population of displaced homemakers train for and obtain employment.

**ENGINEERING AND TECHNOLOGY: ARCHITECTURAL DRAFTING**

***Architectural Drafters create plans for structural, functional, and aesthetic features of edifices and buildings. Entry-level drafters earn from $10 to $12 per hour.***

# C O N C L U S I O N

The California Community Colleges are working to educate, train, and prepare Californians to be productive workers, contributing to our state's economy. Through statewide and college-based Gender Equity, Single Parent, Displaced Homemaker, and Single Pregnant Women programs, thousands of disadvantaged students are receiving the vocational training and support services they need to achieve economic

success. The personal impact of these programs — the impact the colleges are making every day to improve students' lives — is the key to our state's continuing economic development.

For further information regarding Gender Equity, Single Parent, Displaced Homemaker, and Single Pregnant Women programs, please write the Gender Equity Specialist, Chancellor's Office, California Community Colleges, 1107 Ninth Street, Sacramento, California, 95814.



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STATEWIDE PROJECTS:

THE PROGRAM ACCOUNTABILITY MODEL
NEW HORIZONS Regional Coordination Project
STEP UP Coordination Project
LINKS Coordination Project
STATEWIDE GENDER EQUITY TRAINING CONFERENCE

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"The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred."